



Plantersville Elementary

1668 Exodus drive
Georgetown, South

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 135 Students | |
| Principal | Mr. Shawn Johnson | 843-546-8454 |
| Superintendent | Dr. H. Randall Dozier | 843-436-7000 |
| Board Chair | Mr. Joe M. Crosby | 843-436-7000 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|----------------------|----------------|
| 2008 | Below Average | At-Risk |
| 2007 | Below Average | At-Risk |
| 2006 | Good | Average |
| 2005 | Average | Average |
| 2004 | Good | Below Average |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

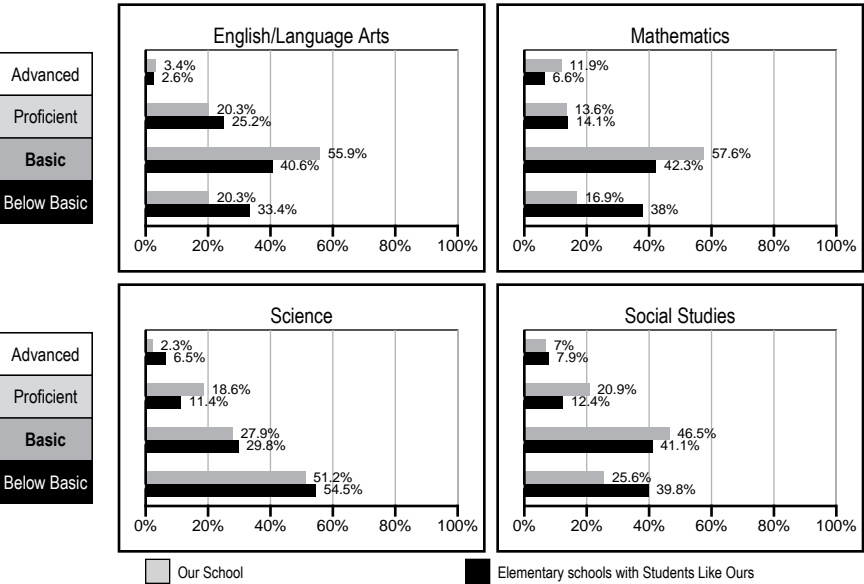
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0 | 3 | 10 | 56 | 62 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

| | |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|----------------------------------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| Students (n=135) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.9% | Up from 0.0% | 3.1% | 2.3% |
| Attendance rate | 99.0% | Up from 98.4% | 96.0% | 96.3% |
| Eligible for gifted and talented | 5.0% | Down from 5.4% | 3.5% | 10.4% |
| With disabilities other than speech | 2.2% | Up from 1.5% | 7.9% | 7.5% |
| Older than usual for grade | 0.0% | No Change | 1.3% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=12) | | | | |
| Teachers with advanced degrees | 66.7% | Up from 58.3% | 54.3% | 56.7% |
| Continuing contract teachers | 66.7% | Down from 83.3% | 70.0% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 88.1% | Up from 86.0% | 83.2% | 86.4% |
| Teacher attendance rate | 91.8% | Down from 92.8% | 95.0% | 94.9% |
| Average teacher salary | \$47,354 | Up 7.1% | \$43,955 | \$45,345 |
| Professional development days/teacher | 17.5 days | Up from 8.7 days | 13.3 days | 12.6 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 14.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 13.7 to 1 | Up from 12.3 to 1 | 16.6 to 1 | 18.5 to 1 |
| Prime instructional time | 88.7% | Down from 90.3% | 89.3% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Good | Down from Excellent | Excellent | Excellent |
| Dollars spent per pupil* | \$14,497 | Down 6.4% | \$8,058 | \$7,052 |
| Percent of expenditures for instruction* | 54.5% | Up from 50.9% | 69.0% | 69.1% |
| Percent of expenditures for teacher salaries* | 48.6% | Up from 46.2% | 62.5% | 64.2% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

The 2007-2008 school year at Plantersville Elementary has been a year of setting higher expectations and of everyone working together to meet goals to ensure that our students received the best education possible. Plantersville Elementary again met AYP in 2007 and was recognized by the SC Department of Education for closing the achievement gap for historically underachieving students. As a Title I school, we continue to focus on early detection and assistance for children by providing all-day Pre-K classes, Extended Day opportunities, daily computer lab time, parenting and family programs, regular parent conferences, and staff development opportunities for our teachers.

One of our major goals for this year was to increase the number of students doing proficient and advanced level work, both in their classrooms and on test performance. We collected, analyzed, and used data to identify and plan for needed changes in the instructional program. All of our students in kindergarten through fifth grade took the MAP tests in the Fall, Winter, and Spring of the year. One of our initiatives was to hold individual student data conferences. Another initiative started this year was to hold Saturday School as a PACT preparation for students in grades 3-5. Students used Success Maker and Study Island computer programs to work on the academic skill areas they needed to improve.

We also emphasized writing this year by implementing W.O.W (Writing on Wednesdays), where the entire school focused on a predetermined writing prompt. Everyday Math was implemented in Pre-K through third grades. Weekly reward incentives were provided for students who demonstrated they were working at the proficient or advanced level in their classrooms. Another school-wide incentive to prepare for PACT testing was provided for our students with a field trip to the beach at Huntington State Park. Incentives were also provided for the high achievers on Study Island and Accelerated Reader. Parent and community involvement has also been a vital part of our successful school year. We saw increased attendance and participation at each PTO and SIC meeting.

Coretta Saadu, SIC President
Shawn Johnson, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned | 12 | 16 | 16 |
| Percent satisfied with learning environment | 91.7% | 93.8% | 93.8% |
| Percent satisfied with social and physical environment | 83.3% | 75.0% | 93.8% |
| Percent satisfied with school-home relations | 83.3% | 93.8% | 93.8% |

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|-------------------------------------------------------------------------|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.7% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.6% | 6.8% |

| | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 99.0% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students | 60 | 100 | 20.3 | 55.9 | 20.3 | 3.4 | 30.5 | 46 | 48.2 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 33 | 100 | 21.2 | 51.5 | 27.3 | 0 | 36.4 | 39.5 | 41.7 | N/A | N/A |
| Female | 27 | 100 | 19.2 | 61.5 | 11.5 | 7.7 | 23.1 | 53.1 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 58.9 | 60 | I/S | I/S |
| African American | 60 | 100 | 20.3 | 55.9 | 20.3 | 3.4 | 30.5 | 32.5 | 31.7 | No | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 66.7 | 70.4 | I/S | I/S |
| Hispanic | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 40.4 | 38.4 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 13.2 | 16 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 34.6 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 56 | 100 | 20 | 58.2 | 18.2 | 3.6 | 29.1 | 35.1 | 34 | No | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 60 | 100 | 16.9 | 57.6 | 13.6 | 11.9 | 35.6 | 46.1 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 33 | 100 | 18.2 | 51.5 | 15.2 | 15.2 | 39.4 | 45.4 | 45.6 | N/A | N/A |
| Female | 27 | 100 | 15.4 | 65.4 | 11.5 | 7.7 | 30.8 | 47 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 60.3 | 59 | I/S | I/S |
| African American | 60 | 100 | 16.9 | 57.6 | 13.6 | 11.9 | 35.6 | 30.9 | 26.9 | Yes | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 76.7 | 71.3 | I/S | I/S |
| Hispanic | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 43.6 | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 15.3 | 17.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 43 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 56 | 100 | 18.2 | 58.2 | 14.5 | 9.1 | 32.7 | 35.8 | 31.4 | Yes | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|----------------------------------------|-------------------------------------|---------------------------|-----------------------------|
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|----------------------------------------|-------------------------------------|---------------------------|-----------------------------|

Science

| | | | | | | | | | | | |
|----------------------------|-----|-----|------|------|------|-----|------|------|------|------|------|
| All Students | 44 | 100 | 51.2 | 27.9 | 18.6 | 2.3 | 20.9 | 35.1 | 35.7 | 99 | 95.9 |
| Gender | | | | | | | | | | | |
| Male | 24 | 100 | 50 | 25 | 20.8 | 4.2 | 25 | 36.6 | 37.4 | 98.9 | 95.7 |
| Female | 20 | 100 | 52.6 | 31.6 | 15.8 | 0 | 15.8 | 33.6 | 33.8 | 99 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 52.6 | 49.2 | N/A | 95.2 |
| African American | 44 | 100 | 51.2 | 27.9 | 18.6 | 2.3 | 20.9 | 17.3 | 17 | 99 | 96.6 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 54.5 | 58 | N/A | 97.1 |
| Hispanic | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 30.6 | 24.9 | N/A | 96.6 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | N/A | 94.8 |
| Disability Status | | | | | | | | | | | |
| Disabled | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 12.3 | 14 | 98.5 | 94.4 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 26.9 | 24.4 | N/A | 97.1 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 40 | 100 | 53.8 | 25.6 | 20.5 | 0 | 20.5 | 22.9 | 21.1 | 98.9 | 95.7 |

Social Studies

| | | | | | | | | | | | |
|----------------------------|-----|-----|------|------|------|-----|------|------|------|------|------|
| All Students | 44 | 100 | 25.6 | 46.5 | 20.9 | 7 | 27.9 | 32.9 | 34 | 99 | 95.9 |
| Gender | | | | | | | | | | | |
| Male | 25 | 100 | 20 | 52 | 20 | 8 | 28 | 34.7 | 36.6 | 98.9 | 95.7 |
| Female | 19 | 100 | 33.3 | 38.9 | 22.2 | 5.6 | 27.8 | 30.8 | 31.3 | 99 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 44.4 | 44.5 | N/A | 95.2 |
| African American | 44 | 100 | 25.6 | 46.5 | 20.9 | 7 | 27.9 | 19.5 | 19.1 | 99 | 96.6 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 88.9 | 58.9 | N/A | 97.1 |
| Hispanic | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 40.4 | 27.5 | N/A | 96.6 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | N/A | 94.8 |
| Disability Status | | | | | | | | | | | |
| Disabled | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 12.8 | 14.4 | 98.5 | 94.4 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 36.5 | 27.3 | N/A | 97.1 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 42 | 100 | 26.8 | 46.3 | 19.5 | 7.3 | 26.8 | 22.1 | 21 | 98.9 | 95.7 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | 26 | 100 | 4.2 | 58.3 | 33.3 | 4.2 | 37.5 |
| | 4 | 14 | 100 | 14.3 | 64.3 | 14.3 | 7.1 | 21.4 |
| | 5 | 16 | 100 | 18.8 | 62.5 | 18.8 | 0 | 18.8 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 16 | 100 | 12.5 | 37.5 | 43.8 | 6.3 | 50 |
| | 4 | 28 | 100 | 14.8 | 66.7 | 14.8 | 3.7 | 18.5 |
| | 5 | 16 | 100 | 37.5 | 56.3 | 6.3 | 0 | 6.3 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Mathematics | | | | | | | | |
| 2007 | 3 | 26 | 100 | 16.7 | 54.2 | 25 | 4.2 | 29.2 |
| | 4 | 14 | 100 | 35.7 | 50 | 7.1 | 7.1 | 14.3 |
| | 5 | 16 | 100 | 12.5 | 56.3 | 18.8 | 12.5 | 31.3 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 16 | 100 | 6.3 | 62.5 | 12.5 | 18.8 | 31.3 |
| | 4 | 28 | 100 | 18.5 | 55.6 | 14.8 | 11.1 | 25.9 |
| | 5 | 16 | 100 | 25 | 56.3 | 12.5 | 6.3 | 18.8 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Science | | | | | | | | |
| 2007 | 3 | 13 | 100 | 18.2 | 63.6 | 9.1 | 9.1 | 18.2 |
| | 4 | 14 | 100 | 57.1 | 35.7 | 0 | 7.1 | 7.1 |
| | 5 | 8 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 8 | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | 28 | 100 | 55.6 | 25.9 | 18.5 | 0 | 18.5 |
| | 5 | 8 | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Social Studies | | | | | | | | |
| 2007 | 3 | 13 | 100 | 7.7 | 76.9 | 15.4 | 0 | 15.4 |
| | 4 | 14 | 100 | 57.1 | 35.7 | 0 | 7.1 | 7.1 |
| | 5 | 8 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 8 | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | 28 | 100 | 14.8 | 51.9 | 25.9 | 7.4 | 33.3 |
| | 5 | 8 | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |

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